

Module Three

# **INSTRUCTIONAL LEADERSHIP**

# CURRENT TOPICS IN INSTRUCTIONAL LEADERSHIP

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- ✕ Formative Assessment
- ✕ 21<sup>st</sup> Century Skills
- ✕ Common Core/Essential Standards
- ✕ Teacher Evaluation Instrument
- ✕ Creating High-Performance School Cultures

# FORMATIVE ASSESSMENT

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- ✘ *Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.*



# FORMATIVE ASSESSMENT

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- ✗ Process rather than a kind of assessment
- ✗ Active involvement of teachers and students
- ✗ Teachers share learning goals with students

# FORMATIVE ASSESSMENT

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1. Learning Progressions
2. Learning Goals and Criteria for Success
3. Descriptive Feedback
4. Self- and Peer-Assessment
5. Collaboration

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# 21<sup>ST</sup> CENTURY SKILLS

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- ✖ College and career readiness is the new direction for K-12 education.
- ✖ The 4 C's
  - + Critical Thinking and Problem Solving
  - + Communication
  - + Collaboration
  - + Creativity and Innovation Skills

# 21<sup>ST</sup> CENTURY SKILLS

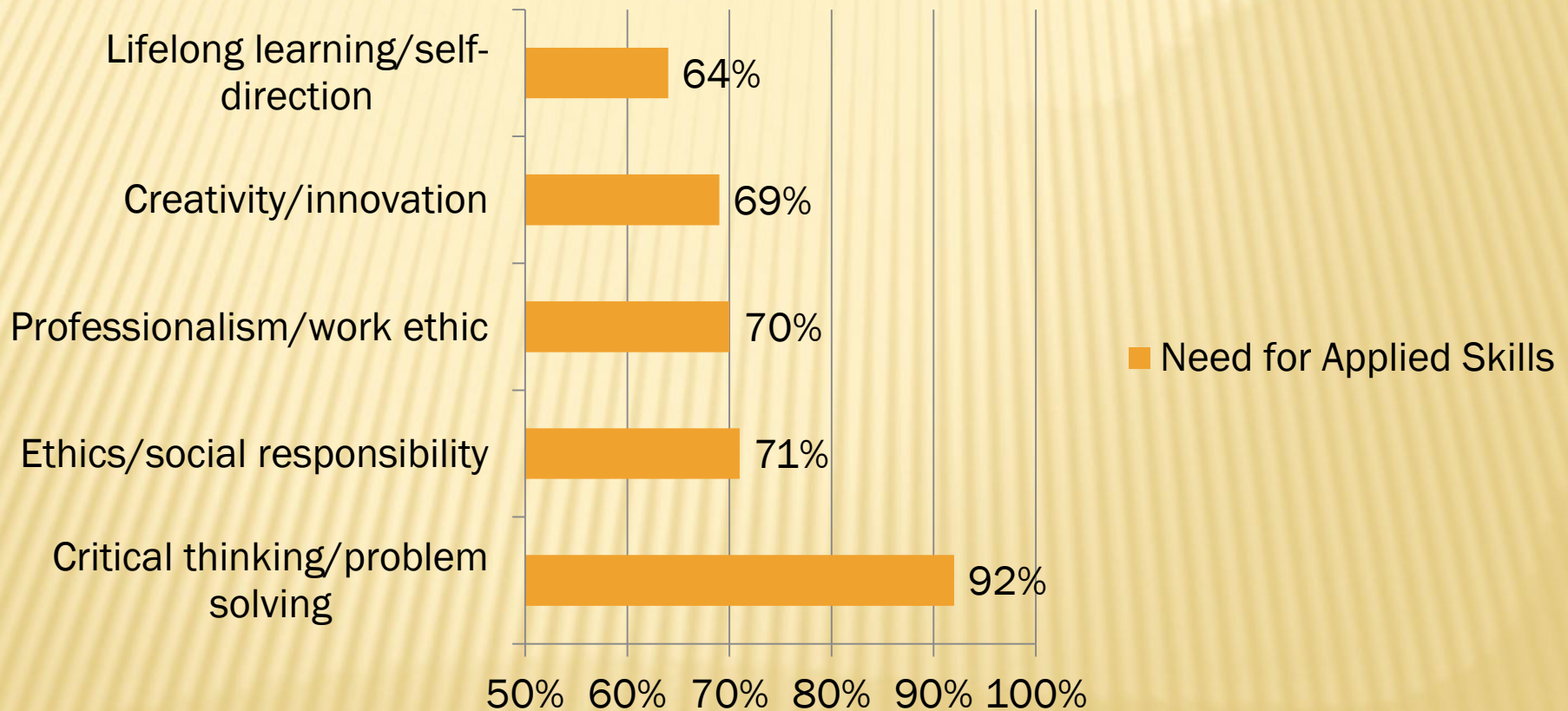
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- ✗ “...The nation faces a “skills imperative.”
- ✗ “...at least a high school education; more likely, though, they require some level of postsecondary education and/or training...”



# 21<sup>ST</sup> CENTURY SKILLS

## Need for Applied Skills



# 21<sup>ST</sup> CENTURY SKILLS

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- ✖ 47% of dropouts report that a major reason for leaving schools is that classes were not interesting

# 21 CENTURY SKILLS

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✕ Knowledge + skills to apply knowledge



# 21<sup>ST</sup> CENTURY SKILLS

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## ✕ 21<sup>st</sup> Century Themes

- + Global awareness
- + Financial, economic, business and entrepreneurial literacy
- + Civic literacy
- + Health literacy
- + Environmental literacy

# 21<sup>ST</sup> CENTURY SKILLS

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- ✖ Career and Technical Education has released a new Essential Standards document to be implemented in 2012-13.

<http://www.ncpublicschools.org/docs/cte/standards/2012cteessentialstandards.pdf>

# 21<sup>ST</sup> CENTURY SKILLS

CREDENTIAL	OBTAINED
Automotive Service Excellence (ASE) - Brakes and Electrical	56
Automotive Service Excellence (ASE) - Collision Repair and Refinish	1
Career Readiness Certificate	4750
CareerSafe 10 hour (OSHA)	134
Cisco Certified CENT	1
CompTIA A+	13
CompTIA A+ Essentials	5
Certified Pharmacy Technician	16
Drafting Certificate: North Carolina Community Colleges	34
Electronics Technicians Association AC Theory and Analog	4
Emergency Medical Technician	7
Microsoft Office Specialist	5411
Microsoft Office Specialist - Expert	22
National Institute for Metalworking Skills Modules	15
North Carolina Firefighter Module Credentials	141
National Center for Construction Education and Research (NCCER) Core	6482
North Carolina Child Development Lead Teacher Certification Equivalency	140
North Carolina Cosmetologist License	15
North Carolina Manufacturing Certificate	15
North Carolina Nurse Aide I Registry	1370
Oracle 11g: SQL Fundamentals	0
Professional Service Industry Welding Certification	37
ProStart Certificate of Achievement	18
ServSafe Manager Food Protection Certification	1058
SMAW 1G / GMAW 1G positions American Welding Society	5
SMAW 1G position American Welding Society	33
70-680 Configuring Microsoft Windows 7	1
<b>GRAND TOTAL</b>	<b>19,784</b>



# 21<sup>ST</sup> CENTURY SKILLS

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## The Framework for 21<sup>st</sup> Century Learning

✕ [http://www.p21.org/documents/CTE\\_Oct2010.pdf](http://www.p21.org/documents/CTE_Oct2010.pdf)

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# COMMON CORE/ESSENTIAL STANDARDS

- ✖ <http://www.ncpublicschools.org/acre/standards/>



# The Revised Bloom's Taxonomy Table

## The Cognitive Process Dimension

### The Knowledge Dimension

		<i>Remember</i>	<i>Understand</i>	<i>Apply</i>	<i>Analyze</i>	<i>Evaluate</i>	<i>Create</i>
	Factual						
	Conceptual						
	Procedural						
	Meta-Cognitive						

From Anderson, Lorin and David Krathwohl, *A Taxonomy For Learning, Teaching and Assessing*. New York: Longman, 2001.



# COMMON CORE/ESSENTIAL STANDARDS

- ✕ [www.corestandards.org](http://www.corestandards.org)
- ✕ <http://www.corestandards.org/in-the-states>
  - + To see which states have adopted the Common Core

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# TEACHER EVALUATION INSTRUMENT

- ✖ <http://www.ncpublicschools.org/docs/profdev/training/teacher/teacher-eval.pdf>
  - + Teacher Effectiveness
- ✖ <http://www.ncpublicschools.org/profdev/training/principal/>
  - + <http://www.ncpublicschools.org/docs/profdev/training/principal/standards.pdf>

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# CREATING HIGH-PERFORMANCE SCHOOL CULTURES

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- ✘ Low-performing schools can similarly benefit from doing less, not more.



# SCHOOL LEVEL INFLUENCES

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- ✖ Strong influence (effect sizes above .4)
  - + Aligning curriculum to assessments
  - + Decreasing disruptive behavior
  - + Leaders who receive high teacher ratings
  - + School size

# SCHOOL LEVEL INFLUENCES

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- ✖ Moderate influences (effect sizes between .20 and .40)
  - + Optimizing instruction time
  - + Clear and monitored achievement goals
  - + Pressure to achieve
  - + Parental involvement
  - + School climate

# SCHOOL LEVEL INFLUENCES

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- ✗ Weak influence (effect sizes below .20)
  - + Class size
  - + Ability grouping
  - + Afterschool programs
  - + Cooperation
  - + Multi-age classrooms
  - + Open classrooms



# MOST IMPORTANT INFLUENCE

## ✖ Teaching Quality

- + “Researchers found that variances in teaching quality accounted for much more of the variance in student achievement (in some cases, as much as twice the effect) than variances in school quality.....teaching quality trumps almost everything else occurring in a school.” p. 111

# ADMINISTRATOR'S ROLE

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- ✗ Directly involved in curriculum
- ✗ Protect teachers
- ✗ Provide teachers with resources
  
- ✗ “....leadership behaviors that focus directly on teacher development activities have two to three times more effect on student achievement than behaviors focused on organizational development.” (p. 112)

# ADMINISTRATOR'S ROLE (CONTINUED)

- ✖ Shared mission and goals
- ✖ Academic press for achievement
- ✖ Orderly climate
- ✖ Support for teacher influence
- ✖ Structure



# SCHOOL CLIMATE

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- ✖ Best predictor of school performance:
  - + Level of trust teachers have for one another

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